

# **CATHOLIC EDUCATION COMMISSION OF VICTORIA**

## **EARLY YEARS LITERACY ASSESSMENT INSTRUCTIONS FOR ADMINISTERING TESTS AND DATA TRANSFER INFORMATION 2011**

### **INTRODUCTION**

The early identification of students at risk is a major goal of the Literacy Strategy. It is in support of this goal that the Catholic Education Commission of Victoria (CECV) continues its commitment to assessing students in the early years of schooling. This approach was further endorsed and emphasized by the recommendations of the National Inquiry into Teaching of Literacy (Dec 2005), 'that the assessment of all children by their teachers at school entry and regularly during the early years of schooling is of critical importance to the teaching of reading, and in particular, to identify children who are at risk of not making progress'.

The following information relates to the literacy assessment tools used by Victorian Catholic primary schools and instructions for administering tests in schools for pre and post-testing of early years literacy achievement.

All P–2 Literacy assessment data including Reading Recovery data is recorded in the school's administrative system and submitted to CEOM. For information on data entry please refer to the administrative system user guide provided by your administrative system supplier. When all data has been received from schools it becomes available for planning and analysis in the Literacy Reports via CEVN.

### **DATA COLLECTION P– 2**

All CECV schools are expected to administer the schedule for Year Prep–2 as indicated. Such testing has been recommended by the National Inquiry into the Teaching of Literacy Report, Teaching Reading (December 2005).

Ensure that:

- The classroom teacher administers the Pre and Post Assessment schedule tests to each student.
- The Observation Survey of Early Literacy Achievement and the Burt Word Reading Test are administered in one sitting, on an individual basis.
- Procedures and scripts outlined in Clay's *An Observation Survey of Early Literacy Achievement 2<sup>nd</sup> edition* are followed.
- Text level of Year 2 students is established to determine whether to proceed with the Observation Survey.
- Peters' Spelling in Context must be administered in small groups of no more than six.
- Running Records are taken at a separate time from the Observation Survey.
- Running Records and Observation Survey tasks are administered to the student within a one-week time span.
- All students are assessed within the set testing periods and timelines.
- Raw scores only are recorded. Stanines are not required.

## DATA COLLECTION BEYOND YEAR 2

Administrative packages have the capacity for schools to enter the BURT Word Test, Peters' Spelling in Context and the 2006/07 AIM Writing Analysis data for students beyond Year 2. Reports for the BURT Word Test and Peters' Spelling in Context are available and can be found on CEVN <<http://cevn.cecv.catholic.edu.au>> via Profiles & Reports/Literacy Reports. Reports are only generated if data has been transferred to CEOM. Schools are encouraged to enter this data so that they will be able to analyse cohort data and data over time.

## PRE TESTING DATES 2011

**Two files** will need to be transferred: Literacy Pre-test Data File (SF7) **AND** Reading Recovery Data File (SF9). Schools will be able to submit data via the transfer facility on CEVN from **14 March** and **no later than 18 March 2011**.

## CHECKING DATA TRANSFER AND ACCURACY OF PRE-TEST REPORTS

From March 21 to March 25 2011, schools will have the opportunity to check the accuracy of the Literacy Pre-test Data File (SF7).

Log onto CEVN under Profiles and Reports/Literacy Reports to check that:

1. data were successfully exported/transferred the week before and
2. the data are correct in all 2011 Pre-test Reports.

Please check:

1. 2011 Pre-test Achievement Profiles Report
2. 2011 Pre-test Report

If accurate reports are generated, please send an email with the message title: *School's E Number: Data all OK* to <[ODT@ceomelb.catholic.edu.au](mailto:ODT@ceomelb.catholic.edu.au)>

If you find that the data are missing or that the Reports are inaccurate please email Business Systems support on <[ODT@ceomelb.catholic.edu.au](mailto:ODT@ceomelb.catholic.edu.au)> with the message title: *School's E Number: Data Problems*.

Use the template *Literacy Reports: Data Problems* to log your data problem. This template is located on CEVN <<http://cevn.cecv.catholic.edu.au>> under Profiles & Reports/Literacy Reports.

PRE-TESTING: P-2 Literacy and Reading Recovery		
For Years 1 and 2	Monday 1 February to Friday 25 February 2011	<b>2011 Literacy Pre-test Data File (SF7) and Reading Recovery Data File (SF9)</b> are to be transferred to CEOM from Monday 14 March and no later than Friday 18 March 2011. <b>Early transfer in this week will allow time to solve any transfer issues.</b>
For Year Prep	Monday 14 February to Friday 11 March 2011	
14 March to 18 March 2011: Check transfer of Literacy Pre-test data and accuracy of Reports.		

## POST TESTING DATES 2011

Schools submit Literacy Post-test Data File (SF8) via the transfer facility on CEVN from **Monday 21 November** and no later than **Friday 25 November 2011**.

Please note that the Reading Recovery Data File (SF9) **is not** transferred at this time. Reading Recovery Data File (SF9) is transferred via the transfer facility on CEVN from **Monday 12 December to Friday 16 December 2011**.

POST-TESTING: P-2 Literacy Testing Results		
For Yrs 1 and 2	Monday 10 October to Friday 4 November 2011	<b>Literacy Post-test Data File (SF8)</b> is to be transferred to CEOM from Monday Monday 21 November and no later than Friday 25 November 2011. <b>Early transfer in this week will allow time to solve any transfer issues.</b>
For Prep	Monday 24 October to Friday 18 November 2011	
28 Nov to 2 Dec 2011: Check transfer of Literacy Post-test data and accuracy of Reports.		

#### **READING RECOVERY DATA COLLECTION DATES 2011**

Schools should ensure that the Reading Recovery data is entered into the school's Administrative system in **an ongoing way** as students commence and complete Reading Recovery. Reading Recovery data is submitted to CEOM at pre-test via the **Reading Recovery Data File (SF9)** and at post-test via **Reading Recovery Data File (SF9)** as indicated below. It should include data on students who are currently on RR **and** all students who were still on program (SOP) after the 2010 post-testing period who have outstanding end of RR data.

**Please note that Reading Recovery Data File (SF9) is transferred in March and December.**

<b>Reading Recovery Data Collection and Transfer</b>	
<b>March Data Collection and Transfer</b>	<b>Reading Recovery Data File (SF9)</b> transferred to CEOM between Monday 14 March and no later than Friday 18 March 2011.
<b>December Data Collection and Transfer</b>	<b>Reading Recovery Data File (SF9)</b> transferred to CEOM between Monday 12 December and no later than Friday 16 December 2011.

#### **FOR STUDENTS WHO TRANSFER TO ANOTHER SCHOOL**

For **non-Reading Recovery** students, literacy data is **not** passed on to a new school. It is not practical to transfer electronic literacy data between schools for students who transfer during the year. These students will have an incomplete set of literacy data at both the departing school and the receiving school.

#### **UPLOADING STUDENT FILE 7, 8 AND 9**

Schools are encouraged to transfer Literacy Pre-test Data File (SF7) and Reading Recovery Data File (SF9) as soon as pre-testing has been completed. If schools choose to enter Year 3 and 4 data this must be entered into the administration package by the transfer date and included as part of SF7 data transfer for pre-test and part of SF8 data transfer for post-test.

#### **LATE DATA**

It is essential for validity of the data for the Like Schools and All Schools Reports and for prompt availability of all Reports that data is transferred to CEOM within the transfer week.

#### **INSTRUCTIONS FOR DATA ENTRY INTO SCHOOL'S ADMINISTRATIVE SYSTEM AND DATA TRANSFER TO CEOM**

Schools are asked to submit Student File 8 **and** Student File 9 as indicated below in a two step process for each student file. Schools using an approved Administrative system are asked to submit each file separately online using the Data File Transfer (ODT) facility accessed on the CEVN homepage.

### STEP 1: DATA ENTRY INTO THE SCHOOL'S ADMINISTRATION PACKAGE

1. Ensure all P–2 student details, assessment data **and** Reading Recovery (RR) data are entered into the school's Administrative System and that they are correct for each student.
2. The Literacy Pre and Post-test Data File (SF7/8) and the Reading Recovery (SF9) are each validated within the administration package and then 'created' or 'exported' using the School's Administrative System (SAS, Delta Link, Maze or Principal). These exported files are then saved onto your own computer or the school's server or onto another part of the school's network. Write down the path or location of these files for use later within the ODT.

### STEP 2: DATA TRANSFER TO CEOM VIA THE DATA FILE TRANSFER (ODT) IN CEVN

1. Log onto CEVN. The web address is: <<http://cevn.cecv.catholic.edu.au>.>
2. Go to **Data File Transfer(ODT)** via Data Collection and click on **Data File Transfer(ODT)**
3. At the bottom of the *Data File Transfer* screen, click on **Perform Data File Transfer**
4. You should be at the **Data File Transfer Selection** screen, now click on the name of the file you are transferring to CEOM
5. This will take you to the **Data File Transfer** screen; now enter all details in the boxes provided.
6. Click on the **Browse** button and locate the file that you created and saved in Step 2 of data entry into the school's administration package.
7. Once you have located the file, highlight it, and then click the **Open** button. The path and the file name should be now showing in the **Enter Filename** field.
8. Click on the **Validate File** button.
9. If your file validates and is error free, click on the **Transfer file** button and print the **Transfer Confirmation**, which indicates that you have validated **AND** transferred your file to CEOM, by clicking on the **Print Confirmation** button.
10. If you receive an **error validation** detailing errors found in your file return to your school's admin package and change the incorrect data.
11. Then you will need to create and save the file again in your Admin package.
12. Now follow steps 1 – 9 again.

### FURTHER IMPORTANT ADVICE

- Literacy Leaders will need adequate access to the admin package and the ODT to complete these transfer processes.
- It is recommended that more than one person at the school is familiar with the ODT and transfer of data files to cover cases of leave and illness.
- Enter '-1' into the admin package to indicate that a test item was not a requirement and/or was not administered.
- At post-test periods SF8 and SF9 must be transferred to CEOM **before** rolling over students into the next year's new class list.
- To reduce data entry errors, printed data entered into the admin package directly after it has been entered. Check it for accuracy with the hard copy sheet before it is validated in the admin package.
- Print the transfer confirmation directly from the ODT to ensure that the student file has been validated within the ODT **AND** transferred to CEOM.

## TROUBLE SHOOTING AND QUERIES

The following table is a guide for contacts when assistance is needed with issues and problems that arise before and during transfer week

Query Type	Query	Contact Details
Technical	Creating class lists	Admin Supplier
	A problem occurs while using the school administration system	
	Adding new students to the school	
	Data validation errors appear when trying to create a data file from the administration system.	
Technical	Cannot log onto CEVN.	ICT Support Helpdesk 9267 0422 <a href="mailto:ictsupport@ceomelb.catholic.edu.au">ictsupport@ceomelb.catholic.edu.au</a>
	Can log on to CEVN but cannot log on to Data File Transfer.	
	Data validation errors appear on the data file transfer page on CEVN.	
	Unsure how to transfer a data file	
General	Queries about the assessment schedule, literacy testing of students and related timeline for transfer of data.	Marg O'Connell Senior Project Officer 9267 0228 <a href="mailto:moconnell@ceomelb.catholic.edu.au">moconnell@ceomelb.catholic.edu.au</a>
Reading Recovery (Also refer to Reading Recovery Instructions on CEVN)	<p>If there is a difficulty validating Reading Recovery Data File (SF9) on the Admin. System and the error message reads as '<b>date program ended not provided</b>', check whether the student HAS completed Reading Recovery.</p> <p>If the student has NOT completed RR ensure the fields '<i>number of weeks on program</i>', '<i>number of lessons completed</i>' or '<i>number of lessons student absent</i>' remain blank until the student completes Reading Recovery.</p> <p>The student '<i>end of program</i>' data will be collected in a subsequent testing period.</p>	Marg O'Connell Senior Project Officer 9267 0228 <a href="mailto:moconnell@ceomelb.catholic.edu.au">moconnell@ceomelb.catholic.edu.au</a>

**CATHOLIC EDUCATION COMMISSION OF VICTORIA**

**LITERACY ASSESSMENT P-2**

**PRE-TESTING 2011**

**ITEM SCHEDULE (P-2)**

	YEAR PREP	YEAR 1	YEAR 2	YEAR 2
			ADMINISTER TEXT LEVEL FIRST; FOR STUDENTS SCORING TEXT LEVEL 0 – 15	ADMINISTER TEXT LEVEL FIRST; FOR STUDENTS SCORING Text Level 16 and above
<b>CLAY'S OBSERVATION SURVEY</b>				
Letter Identification (0-54)	Yes	Yes	Yes *	No
Concepts About Print (0 – 24)	Yes (Use <b>Sand</b> )	Yes (use <b>Follow Me, Moon</b> )	Yes * (use <b>Sand</b> )	No
Word Test: (use <b>List B</b> ) (0-15)	Yes	Yes	Yes *	No
Hearing and Recording Sounds in Words (HRSW) (Use <b>Form B</b> ) (0 – 37)	Yes	Yes	Yes *	No
Writing Vocabulary	Yes	Yes	Yes	No
<b>THE BURT WORD READING TEST</b> (0 – 110)	Yes	Yes	Yes *	Yes *
<b>RUNNING RECORD OF READING BEHAVIOUR</b> Text Level (0 – 28)	Yes	Yes	Yes	Yes
<b>RECORD OF ORAL LANGUAGE (ROL)</b> (0 – 42)	Yes	Yes	Year 2 students with a ROL score of 0-13 & all new students	Year 2 students with a ROL score of 0-13 & all new students
<b>PETERS' SPELLING IN CONTEXT: Dictation Two</b> (0 – 100)	No	No	No	Yes

All schools **must** administer complete the whole test schedule. Where 'No' is indicated on the testing schedule, enter '-1' into the admin package to indicate that the instrument was not a requirement and was not administered.

**Maximum Scores (ceiling)**

Please note: asterisked items do not need to be re-administered where students have previously achieved a maximum score. In this instance, record the maximum score.

**CATHOLIC EDUCATION COMMISSION OF VICTORIA**

**LITERACY ASSESSMENT P-2**

**POST-TESTING 2011**

**ITEM SCHEDULE (P-2)**

	YEAR PREP	YEAR 1	YEAR 2	YEAR 2
			ADMINISTER TEXT LEVEL FIRST; FOR STUDENTS SCORING TEXT LEVEL 0 - 15	ADMINISTER TEXT LEVEL FIRST; FOR STUDENTS SCORING Text Level 16 and above
<b>CLAY'S OBSERVATION SURVEY</b>				
• Letter Identification (0-54)	Yes	Yes *	Yes *	No
• Concepts About Print (0-24)	Yes (Use Stones)	Yes * (Use No Shoes)	Yes * (Use Stones)	No
• Word Test: (use <b>List C</b> ) (0-15)	Yes	Yes*	Yes *	No
• Hearing and Recording Sounds in Words (HRSW) (use <b>Form C</b> ) (0 -37)	Yes	Yes *	Yes *	No
• Writing Vocabulary	Yes	Yes	Yes	No
<b>THE BURT WORD READING TEST</b> (0-110)	Yes	Yes *	Yes *	Yes *
<b>RUNNING RECORD OF READING BEHAVIOUR</b> Text Level (0-28)	Yes	Yes *	Yes	Yes*
<b>RECORD OF ORAL LANGUAGE (ROL)</b> (0-42)	Yes	Yes	Year 2 students with a ROL score of 0-13 & all new students	Year 2 students with a ROL score of 0-13 & all new students
<b>PETERS' SPELLING IN CONTEXT:</b> • <b>Dictation Two</b> (0-100)	No	No	No	Yes

All schools **must** administer complete the whole test schedule. Where 'No' is indicated on the testing schedule, enter '-1' into the admin package to indicate that the instrument was not a requirement and was not administered.

**Maximum Scores (ceiling)**

Please note: asterisked items do not need to be re-administered where students have previously achieved a maximum score. In this instance, record the maximum score.

**CATHOLIC EDUCATION COMMISSION OF VICTORIA**  
**LITERACY ASSESSMENT YEARS 3 & 4**  
**PRE AND POST TESTING 2011**  
**ITEM SCHEDULE**

	<b>Years 3 &amp; 4</b>
<b>BURT WORD READING TEST</b> (0–110)	Yes
<b>2006/07 AIM MARKING GUIDE FOR WRITING: TSU, LSF &amp; S</b>	Yes
<b>PETERS' SPELLING IN CONTEXT: Dictation Two</b> (0–100)	Yes

**INFORMATION REGARDING YEAR 3 & 4 ASSESSMENT 2009**

As part of Literacy Advance, literacy assessment advice is provided to all Victorian Catholic primary schools. This advice has been informed by the Literacy Assessment Project (LAP) and is responsive to assessment policy changes both at state and national levels. These changes include the introduction of the Victorian Essential Learning Standards (VELS) in 2006 and the implementation of national literacy testing in 2008. The following points should be noted:

- The Year 3 & 4 item schedule (above) is **a recommendation only**. Schools should consider the value of submitting this data to generate trend data and reports to inform focused teaching and drive improvement in school literacy outcomes.
- To track change over time in *Peters' Spelling in Context*, the same dictation passage must be used. Therefore it is recommended that **Dictation Two** is used in Year 3 and Year 4. The assessment does not need to be re-administered where students have previously achieved a maximum score. In this instance, the maximum score should be recorded.
- The *AIM Writing Analysis* was identified as a useful tool to aid teachers' analysis of students' writing. In 2006 the *AIM Writing Analysis* matched student writing against the VELS. Prior to this, the *AIM Writing Analysis* matched student writing against the CSF. The two scales cannot be directly compared. Therefore it is recommended that the **2006/07 AIM Writing Analysis** be used. The proforma for the *AIM Writing Analysis* can be located in the AIM VELS State-wide Schools guide – Implementation booklet that was sent to all schools. Alternatively go to the VCAA web site and follow links to AIM publications: <<http://www.vcaa.vic.edu.au>>.



## ASSESSMENT TOOLS

The assessment tools are listed below. For detailed information regarding the assessment tools, refer to the following materials and the online the Administration of Literacy Assessment P-2 document.

<b>Location of Assessment Tools</b>	<b>Abbreviation &amp; score range</b>
<i>Burt Word Reading Test</i> , (NZCER), 1981	<i>Burt</i> (0 – 110)
<i>Text level Set of Benchmarking Texts</i> (1-28) (Prescribed CECV Edition of AlphaAssess Levels 1-28) Online Alpha Assess Teacher Notes	<i>Text Level</i> (0-28)
Clay, M.M. et al. (1983), <i>Record of Oral Language and Biks and Gutches</i> , Heinemann, NZ New Edition – Clay, M.M. et al. (2007), <i>Record of Oral Language and Biks and Gutches</i> , Heinemann, NZ (Levelled sentences from this edition only)(either edition may be used but the same edition must be used for both pre and post testing)	<i>ROL</i> (0 – 42)
Clay, M.M. (2002). <i>An Observation Survey of Early Literacy Achievement 2<sup>nd</sup> edition</i> : Heinemann, Auckland, NZ  2000 Educational Communications Ltd. (1999), <i>An Observation Survey: The Video Guide Notes</i> , Rigby Heinemann, Vic	<i>Letter ID</i> (0 – 54) <i>Concepts About Print (CAP)</i> (0 – 24) <i>Word Test</i> (0 – 15) <i>Writing Vocabulary</i> (0 – n) <i>Hearing &amp; Writing Sounds in Words (HRSW)</i> (0 – 37)
Peters, M.L. & Smith, B. (1993), <i>Spelling in Context – Strategies for Teachers and Learners</i> , NFEET – Nelson, UK	<i>Peters</i> (0 – 100)
Victorian Curriculum Assessment Authority. (2006), <i>AIM 2006 State-wide Schools' Guide – Implementation Year 3, Year 5 and Year 7</i>	<i>2006 AIM Writing Analysis – TCU, LSF, S</i> (0.0 – 6.0)

### ADMINISTRATION OF TESTING

- All schools will organise the testing procedure and data entry at the school level
- All photocopying requirements are the responsibility of the school
- The *P-2 Assessment Data Transfer Work Sheet* is attached to assist with the recording of data
- Classroom teachers should retain photocopies of each student's Running Records, Observation Surveys, Burt Word Reading Test, Record of Oral Language and the Peters' Spelling in Context in their classroom files.

### Observation Survey

Follow all directions as outlined in *An Observation Survey of Early Literacy Achievement 2<sup>nd</sup> edition*.

### Running Records – Text Level

*Record of Reading Behaviour*

Use the following procedure when taking the 'Record of Reading Behaviour' to establish the level of text, using the prescribed CECV AlphaAssess Levels 1-28 special edition series of levelled benchmarking texts.

- Read the full title of the text to the student
- Read the title page to the student
- Read the overview statement (**provided in the online AlphaAssess Teacher Notes**) to the student
- The student independently reads the **whole text** while the teacher takes the 'Record of Reading Behaviour' using a blank Record of Reading Behaviour (running record) sheet **or** the Record of Reading Behaviour sheet (**provided in the online AlphaAssess Teacher Notes**)
- No instruction or prompting is to be given to the student whilst reading the text
- The student is to keep reading the texts until the score is less than 90% (hard) on **two consecutive** books
- Analysis of the 'Record of Reading Behaviour' sheets is not required for data collection

The **level** recorded is the highest level of text a student can read **unassisted** at 90% accuracy or above.

### ***The Burt Word Reading Test***

The Burt Word Reading Test is an individually administered measure of an aspect of a student's word recognition skills.

- Administer individually
- Follow the directions in the testing manual provided with the Burt Word Reading Test
- Administer until the student scores 10 consecutive errors, (10 errors in a row, not cumulative)
- Collate the raw scores only
- Record exactly what the student says so that there is a record to assist teaching

### ***Record of Oral Language (ROL) (CLaSS Schools & Reading Recovery **mandatory**)*** (Levelled sentences from the 1983 edition only)

This test of the structures of oral English is to be administered on an individual basis to each student. It is recommended to be administered by the classroom teacher.

- Administer the Levelled Sentences to all students in Prep and Year 1 irrespective of the ROL score in the preceding test period
- Administer the Levelled Sentences to Year 2 students with a ROL score of 0–13 in the preceding test period
- Administer the Levelled Sentences to all new students in Prep, Year 1 and Year 2
- Please read the introductory pages to the Record of Oral Language before administering the test
- Photocopy the Levelled Sentences on pages 20, 21 and 22 directly from the ROL and record all attempts onto these sheets (similar to a running record)
- Students begin on Level 2 and go back to Level 1 if scoring less than 12. Some students will obviously begin on Level 1
- If a student pronounces a word in a particular way, and the coordinator is aware of the pronunciation difficulties, then the word is scored as correct

***Peters' Spelling in Context (CLaSS Schools – mandatory)***

This instrument is a tool for assisting teachers with a detailed diagnosis of student's spelling knowledge. It is only recommended for Year 2 students and above.

- Administer to Year 2 students reading on text levels 16–28
- Use the *Dictation Two* passage
- Administer to a maximum of 6 students per group
- Follow all directions outlined in the Peters' Spelling in Context manual

***Writing Analysis (AIM)***

The Writing Analysis can be completed and recorded using the *AIM State-wide Schools' Guide – Implementation Year 3, Year 5 and Year 7* in three categories of Texts and Contextual understandings (TCU), Linguistic Structures and Features (LSF) and Strategies (S). This has particular relevance beyond Year 2 but can also be used in P–2. Since 2006 the score for each writing category is recorded as per the VELS levels. Teachers should refer to the AIM Schools' Guide (2006/07) for instructions and scoring. The administration packages have now made the relevant adjustments and the 2006 AIM Marking Guide scores can be entered directly.

# Literacy P-2 Assessment

## DATA TRANSFER WORK SHEET

This proforma may assist teachers to initially record student scores prior to entering the data on the School Administrative Package

[illegible]

**Please also refer to the current Testing Item Schedule**